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El uso de periódicos en la clase de inglés como lengua extranjera: propuesta de innovación

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Trabajo de Fin de Máster

The use of newspapers in the EFL classroom: an innovation proposal

El uso de periódicos en la clase de inglés como lengua extranjera: propuesta de innovación

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ABSTRACT

In this paper we have developed an innovation proposal based on the idea of using newspapers in the EFL classroom. We have based our choice of the different pieces of news students will work with on their English level and on the topics we find most useful to deal with, such as culture, technology or environment.

Innovation proposals are always based on theory. That is the reason why we have previously studied some theory on the use of authentic materials in general in the EFL classroom as well as some projects on the implementation of the media we deal with in other EFL levels.

Finally, to provide a context for the different activities created, we have appended the pieces of news we have selected. This way, the difficult parts of the texts could be noticed.

Key terms: pieces of news, newspapers, reading, speaking, writing, EFL classroom.

RESUMEN

En el presente Trabajo de Fin de Máster presentamos una propuesta de innovación que promueve el uso de los periódicos en la docencia de inglés como lengua extranjera. Para escoger las diferentes noticias con las que los estudiantes trabajarán, nos hemos basado en su nivel de dificultad y en los temas que nos parece más útil tratar, tales como la cultura, la tecnología o el medio ambiente.

Las propuestas de innovación siempre tienen una base teórica. Por ese motivo, hemos estudiado previamente aspectos teóricos relacionados con el uso de materiales auténticos en general en la docencia de inglés como lengua extranjera, así como proyectos basados en la implementación del medio de comunicación en el que centramos nuestra propuesta en otros niveles de inglés.

Finalmente, para contextualizar las diferentes actividades que hemos creado, adjuntamos las noticias seleccionadas. De esta manera, se podrán apreciar las partes más complejas de dichos textos.

Palabras clave: noticias, periódicos, comprensión escrita, expresión oral, expresión escrita, inglés como lengua extranjera.

1. INTRODUCTION

In this work we will be developing an innovation proposal for the EFL classroom. It will be based on the fact that it is possible to use authentic written texts, especially newspapers, to reinforce students' skills. Newspapers are one example of mass media which are read by many adults, but have come second for the majority of teenagers. That is, some of the second ones are not used to reading newspapers, but prefer using other types of mass media. However, with respect to the learning process, we will try to demonstrate that it is possible to use newspapers to reinforce students' skills. For that, we will teach them about the specific language that appears in the news. Using newspapers to teach English is not very common in the foreign language classroom. However, it has become a more common practice for several years.

Before we start explaining our innovation proposal, we will be summing up the information we have been based on to create it. As we have noticed, the possible references that can be found for that are in many cases examples of possible activities to develop during an EFL classroom instead of studies based on the theory related to the topic we are dealing with.

The innovation proposal we will be presenting will be divided into different parts. First of all, we will be expounding the goals which are specific for the proposal. These are defined in terms of linguistic competence. Secondly, we will be explaining the materials and resources used for the proposal which are mainly the different examples of pieces of news, among others. Furthermore, we will be explaining the implementation of our proposal and the diverse activities we have created to develop and reinforce the students' skills. Finally, with respect to the explanation of our proposal, we will be showing the assessment criteria we would follow to assess the students.

In the end, we will be creating a discussion section where we will argue if our innovation proposal is viable or not. Moreover, we will explain its advantages and disadvantages. Finally, we will be creating a conclusion of the whole paper taking into account all the aspects we have dealt with.

2. GOALS

Our main goal is to examine the possibilities and benefits of using mass media, especially newspapers, for EFL learning. For that, we will create our innovation proposal basing it on the studies we have found.

Our second goal is related to the previous one. It is focused on the fact that we will create a model based on innovating EFL lessons by introducing students to newspapers. Our intention is to reinforce their English skills, particularly reading, writing and speaking. Furthermore, we would like to bring this example of mass media closer to the students because we think that they are closer to other media such as cinema or social networks than to the one we will be dealing with in the following pages. This way, we will remind students of the different parts of the pieces of news, the diverse topics they can deal with and, above all, the differences between the language that appears in EFL textbooks and that in newspapers.

Our last goal is the ideation of different activities to develop students' reading, speaking and writing skills. These activities will be explained in future sections. For that, we will need to select several pieces of news that will also be shown.

3. THEORETICAL BACKGROUND

3.1. The use of authentic materials instead of textbooks in EFL teaching

For Tamo (2009), authentic materials are “the language that naturally occurs as communication in the native speaker contexts of use, or rather in the selected contexts where standard English is the norm” (p. 74).

Traditionally, the main tool used in English as a Foreign Language (from now on EFL) teaching has been the textbook. According to Ansary & Babaii (2002), there are three types of EFL teachers: those who need textbooks, those who do not need them and those who select them and supplement some other materials to perfect them.

There are several aims to use textbooks. From the point of view of the teacher, textbooks are an accessible source of activities and tasks. However, if the teacher does not want to use it, he or she needs to be very sure of the activities chosen to be the correct ones to teach the same as with the textbook. From the point of view of the student, the textbooks are a guide of the subject studied, in this case, EFL. This way, they know what they will study before studying so.

However, as Gómez Rodríguez (2016) states:

[T]here is the controversy that textbooks do not always contain authentic language, and that they should not be entirely the center of English syllabi because, sooner or later, learners will have a hard time facing real language outside the classroom.

There are many reasons to use authentic materials in the EFL classroom. Brinton considers the use of authentic materials as a way of strengthening the relation between the language in and outside the class (as cited in Serra Alcaraz, 2013, p. 12). Gebhard (1996) describes how students that confront authentic material focus more on the content than on language. Furthermore, according to Serra Alcaraz (2013):

[T]he use of authentic material makes the students interact with the content more than with the form, giving them the opportunity to obtain real information about the world what produces a sensation of achievement. This way the student develops his or her abilities apart from gathering knowledge. (p. 12)

These authentic materials are used not only to understand, interact and learn the language studied, but also to learn information about the culture related to it. In this case, the different cultures of all the English-speaking countries. However, as there are many English-speaking countries, the most studied cultures are usually the British and the American ones.

Berardo affirms that “four factors can be distinguished when selecting authentic reading materials: content suitability, getting the maximum advantage, easiness to be read and presentation. An attractive material will attract the students more significantly” (as cited in Serra Alcaraz, 2013, p. 14).

Reading authentic material is challenging for the students because, as Gómez Rodríguez (2016) says about one of his experiments:

[S]tudents have expressed continuously that although the authentic literary texts are interesting and help them to learn the language, they are more complicated to understand than the textbooks they had studied in previous courses because: (1) structures are not organized progressively as presented in textbooks, (2) reading is time consuming because students have to review the material several times to understand the events, (3) authentic texts contain many unknown words and difficult expressions never found in communicative textbooks, and (4) the author's messages have to be implied because meaning is not directly stated.

According to Tamo (2009), using authentic material can be an advantage or a disadvantage. Some of its advantages are the following:

- Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist. They provide exposure to real language.
- Authentic materials have a positive effect on learner motivation. [...]

- Language change is reflected in the materials so that students and teachers can keep abreast of such changes. [...]
- Authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class. (pp. 75-76)

In the case of the disadvantages, some of them are the following:

- Authentic materials may be too culturally biased, so unnecessarily difficult to be understood outside the language community. [...]
- Too many structures are mixed so lower levels have a hard time decoding the texts. [...]
- There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background. (*Ibid.*, p. 76)

There are many types of authentic material such as newspapers, magazines, TV programmes, radio programmes, songs, films and literature. However, we will be focusing on newspapers.

3.2. The use of newspapers in EFL teaching

One of the most used authentic materials are the pieces of news in newspapers, both printed and digital. They provide a variety of materials about different topics.

Ali and Devi (2013) state “[t]he language used in newspaper is day to day language with all idiomatic expressions of that culture. We have various language styles which are not found in textbooks we can analyze the newspapers in the various ways” (p. 256).

“Newspapers or magazines are a must-have in every classroom, even beginner classrooms. There are a number of ways to use newspapers in the classroom, ranging from simple reading exercises to more complex writing and response assignments” (Beare, 2017).

When using newspapers in the classroom there are several things to take into account. Clanfield and Foord (n.d.) give some advices on how to use newspapers. Some of them are the following:

- Use English language newspapers produced for the local community if you are teaching in a country where English is not an official language. Many large cities will have a newspaper in English. The topics within these papers are likely to have more of an impact on the learners than topics that are specific to the British or American press.
- Make your tasks as authentic as the material.

On the other hand, according to them, some aspects that should not be done when teaching an EFL classroom using newspapers are the next ones:

- Assume learners are interested in British, American, Canadian or Australian culture, particularly tabloid gossip. The British tabloids, for example, are a culturally specific type of newspaper and are not universal.
- Assume what you find interesting in a newspaper will interest your learners.
- Spend ages with tippex blanking out words (if you want to do this type of exercise get your learners to white out words themselves and test each other). (*Idem*)

Using newspapers in EFL teaching has several challenges. The first one is the text organization. According to Roberts (2014), “[newspaper texts] often have very short paragraphs, not necessarily linked clearly to the surrounding text”. This is a problem when students have to do activities related to ordering the paragraphs of a newspaper article.

The second challenge is the way headlines are written. “They often use puns or cultural references” (*Idem*). Besides, it is necessary to understand the genre and know that, although it is sometimes difficult to understand the headline, the first paragraph usually summarises the story and

[C]ontains what journalists call the 5 Ws (who, what, when, where and why). Getting students to try and find the 5 Ws (or as many as possible), just using the headline and first paragraph, is a way of leading them into the rest of the text, which usually just adds detail to these main points. (*Idem*)

The third challenge revolves around identifying what certain words refer to. It can be hard to understand some of the references in a piece of news because they are written in a very concise way due to the fact that the space they are given in a newspaper is very small.

The last challenge is to understand the idioms. There are a lot of idioms in newspaper texts. For that reason, it is important for the students to know as many idioms as possible if they will be working with newspapers.

Another problematic area for EFL students and maybe the most controversial one is vocabulary. In fact, as Güntürkün (2007) mentioned “[i]t is impossible to learn a language and communicate precisely without words” (p. 6). According to Manasrah and Al-Khawaldeh (2014):

Vocabulary is a vital aspect in language, because it appears in every skill of language listening, speaking, reading and writing. So mastery of vocabulary can support students in speaking when they are communicating to people, it helps them to write and translate the meaning of vocabulary when they use English. If they do not know the meaning of vocabulary, they will not be able to speak, write and translate anything [into] English. (p. 131)

Sometimes, vocabulary is taught out of context. The professors found that “[a]s a result, students are obliged to learn these vocabularies by heart and forget them shortly after the exams” (*Ibid.*, p. 132). Thus, students have to check their meaning every time they face each word. This is a problem for them because they lose time doing so. One of the solutions is to master the vocabulary by learning it through working with newspapers and journalistic texts in general. According to Manasrah and Al-Khawaldeh (2014) “[t]he use of journalistic texts such as newspapers' articles, headlines, reports and news are rich with simple and new vocabulary that university students find available and helpful” (*Idem*).

Apart from learning vocabulary it is necessary to learn grammar. As Allen (1983) states:

Students who do not learn grammar along with vocabulary will not be able to use the language for communication. Even material in which all the words look familiar may be impossible to understand if the grammatical constructions have not been learned. (p. 3)

However, both grammar and vocabulary are studied at the same level. It is possible to express many aspects using vocabulary. Nevertheless, if grammar apart from vocabulary learning are improved, those aspects will be more accurately and fluently expressed.

On the other hand, vocabulary also plays an important role in communication. Güntürkün (2007) found the following:

Through several researches it is found that lexical problems frequently interfere with communication. Communication breaks down when people do not use the suitable words. The more words we know, the more precisely we can communicate with others. Vocabulary is the basic element in the language. (p. 7)

This author summarises the reasons why vocabulary is so important in EFL teaching and learning. Those reasons are the following:

- It is impossible to learn a language without words.
- It is important because of the role it plays in communication.
- The lack of adequate vocabulary causes the feeling of insecurity of a foreign language speaker or writer.
- Vocabulary is the main element in the language which links all four skills.
- In acquiring a language, vocabulary is the main element in receptive and productive language use. (*Ibid.*, p. 8)

4. STATE OF THE ART

There have not been many studies in the last decades with respect to the use of authentic materials, specifically newspapers, in the EFL classroom. In fact, there are more examples of activities than theoretical studies. However, there is a group of scholars who believe that it is possible to use pieces of news in the EFL teaching. Using these materials in the classroom motivates the students to be informed about the latest news. These studies are mainly focused on the development of vocabulary.

Some of the studies have already been mentioned in the previous section. Güntürkün (2007) carried out a study which was focused on the teaching of vocabulary through newspapers. It was designed for pre-intermediate level preparatory class students. During her study, she tested two hypotheses, which were the following:

(1) the students whose teachers use newspapers to teach vocabulary will improve considerably in recognizing words as opposed to the students whose teachers do not use newspapers. (2) the students who are exposed to newspapers will retain words considerably better than the students who are not exposed to them. (p. III)

She selected two groups. The students in the experimental group were taught vocabulary through newspaper items and the students in the control one were taught the same vocabulary through translation.

Before developing the experiment, both groups sat a test to know their knowledge of the vocabulary. Afterwards, the study was carried out in both groups.

During the experiment, both a post-test and a retention test were sat. In both cases, the findings were that the recognition and the retention of vocabulary by the students who were taught using newspapers were higher. Thus, the results confirmed Güntürkün's hypotheses.

There are more studies which are similar to the first one. Another study based on the topic we are dealing with is one we have already mentioned in the previous section: Manasrah and Al-Khawaldeh's (2014). In this case, it was developed by fifty students at a university in Jordan for a whole semester. During this study, students were also separated into two groups. These were an experimental group, whose students were taught using selected journalistic texts, and a control one, whose students were taught using the conventional method in Jordan.

To analyse the results of the students, the scholars used the adjusted means, standard deviation and analysis of covariance. As in the case of the previous study, the results showed that using journalistic texts was more effective than using the conventional method.

Mittal (2014) developed a study in India. It was focused on different aspects such as "benefits and innovative uses of Newspaper reading which will help in learning English language" (p. 689). The study revolves around some functions and the role of newspapers in English Language Learning, which need to be introduced in English reading and teaching. First of all, she explains the usefulness of all newspapers, then she focuses on English ones and explains their role in students' life. Afterwards, she explains that it would be beneficial to develop Indian students' habit of newspaper reading. Finally, she suggests some activities and exercises to do in an EFL classroom.

Kasatri (2016) wrote an article based on a transition from using the grammar-translation method to developing the skills in the EFL classroom by using pieces of news. It was focused on Thai students. This transition consisted of the teachers learning how to improve students' reading and writing skills using newspapers and the 5 W's (who, why, what, where and when) and the students writing summaries of several pieces of news.

These news lessons were structured and had a specific format. They were focused on reading and writing. They improved both intensive and extensive reading skills. The first ones involve "students reading texts for pleasure and [...] develop[ing] general reading skills" (*Idem*) and the second ones, "reading in detail with definite learning aims and tasks." (*Idem*)

As a conclusion of her article, Kasatri found that students improved not only their reading, but also their writing abilities using this method. Furthermore, after acquiring information about the world, students felt accomplished.

5. DEVELOPMENT OF OUR PROPOSAL

The main idea of this innovation proposal is to include authentic materials in EFL classrooms to reinforce students' skills. All their skills (listening, speaking, reading and writing) could be developed. Nevertheless, we will be focusing particularly on reading, writing and speaking.

As we will be using authentic journalistic texts in the classroom, the students in our EFL lessons must have a high enough level to understand the contents of the different pieces of news and the topics they deal with. That is why we could implement the proposal in 1st or 2nd year of Baccalaureate. Finally, we have decided to use this method with 1st year of Baccalaureate students because the contents taught during 2nd year are focused on what students will be asked in the EBAU exams they must pass at the end of the year if they want to study at University in the future. Any change would be an obstacle in their performance on the exam, so it is better not to implement some innovation proposals during the last year of Baccalaureate.

We will implement this proposal through the use of different pieces of news for reading activities, writing activities and speaking activities for a whole term. It will be the last one. We have decided to implement it for only one term because the first year of its development will be a trial period. This way, students will start working with newspapers for few times and we will analyse if they adapt to this type of texts. Another reason is that, if we carry it out during a whole term, it will interfere the minimum with the curriculum the students must follow. Furthermore, we have selected the last term instead of the previous ones because in this period of time students have a higher EFL level and, thus, they will better understand the pieces of news selected.

During the period of time the proposal is implemented, some of the activities done to develop the previously mentioned skills will be carried out as usual: using the textbook. However, every 15 days, students will spend one session, 50 minutes each, using authentic materials. Each session will be devoted to reinforce one of the skills. As the innovation proposal lasts one term, that is, three months, students will use newspapers for six sessions. Thus, they will do two

reading activities, two writing activities and two speaking activities. If one session is not enough to finish one of them, students will spend the necessary time to finish it during the next session although that second session was thought to be carried out using the textbook. Finally, the week after the 6th session, students will take a final exam on what they have learnt. If our proposal is correctly developed by the students who carry it out during the first year, we will probably extend it to perform it for two terms in the future years.

This project replaces the activities that would have taken place if our innovation proposal had not been implemented. These activities would have also been focused on reinforcing reading, writing and speaking skills. However, they would have been based on different texts in the textbook. These texts are written and adapted to the diverse aspects that must be taught in 1st year of Baccalaureate according to the current Spanish education law LOMCE (Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa, pp. 97858-97921). With respect to reading activities, they would have been based on questions and quizzes about two of the texts in the textbook. As for the speaking activities, they would have been focused on creating dialogues which should be similar to the ones which are given in the textbook as an example. However, different information would have been included in the dialogues created and played by the students. Finally, with respect to writing activities, students would have had to write a letter and an opinion essay.

5.1. Goals

The goals which are specific to our innovation proposal will be defined in terms of linguistic competence. They will be also based on students' interest in the topics of the texts they work with.

With respect to English language, our first goal is students increasing their vocabulary. As we have observed in the previous sections, EFL learning through the use of newspapers and authentic materials in general makes them learn more vocabulary than if they used the common textbook. We must take advantage of this aspect because the vocabulary students learn if they are taught through

newspapers are the expressions and idioms that are commonly used in English-speaking countries apart from those used in EFL classrooms.

Our second goal is that, apart from increasing their vocabulary level, students reinforce, or even learn, the grammar they have already studied through the textbook. That is, students study some grammar structures during the sessions which are carried out using the textbook and, then, they put them into practice through the activities done using newspapers.

The third goal related to language is students acquiring the key competences. Although the students are following an innovation proposal, they must acquire the same key competences as the rest of students who are only using the textbook during their lessons.

Finally, with respect to the students' concept about the proposal, our goal is to improve their interest and their motivation through the everyday reading of newspapers, no matter if they are either printed or digital. This way, on the one hand, they will have more information about what happens all around the world. On the other hand, they will know more about the specific aspects of journalistic language.

5.2. Materials

The choice of the most useful materials for the students to work with has been difficult mainly because of the incredible amount of newspapers from English-speaking countries that exists nowadays and, thus, the great number of pieces of news in them. For this reason, we have decided to use newspapers from three of the most known English-speaking countries all over the world. These are United Kingdom, Ireland and United States. However, we could have also chosen newspapers from other countries, such as Australia. We have selected two newspapers from the first country, which are *The Telegraph* and *The Sun*; one from the second one: *Irish Independent*; and one from the last one: *The Washington Post*.

Nevertheless, the most important aspect is not the choice of the newspapers, but of the pieces of news students will work with. The criteria used to choose a specific piece of news are its topic, its language level and the facts they are about. With respect to the topics, we have decided to use pieces of news that deal with different topics because dealing with only one for a whole term would be too monotonous. The topics that the pieces of news deal with are: culture and arts, technology and environment. We have selected the first topic because, although it may not draw the students' interest at first, some of the pieces of news may be engaging for them. On the other hand, we have selected technology because it is one of the topics students like most and because nowadays it is one of the topics some of the students know most about. Finally, we have opted for environment because, although it is a very common topic, we want to raise students' awareness of the problems that pollution and excessive use of plastics imply.

With respect to the language level of the different pieces of news, we have used the web page Compleat Lexical Tutor to analyse their difficulty and determine if their level was appropriate for 1st year of Baccalaureate. This level is determined by the current Spanish education law LOMCE (Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa, pp. 97858-97921). It regulates the contents that must be taught.

Finally, the last criterion we have used to choose the texts is the facts they are about. Thus, some of the pieces of news speak about an important event that has already happened. Students find this type of texts more difficult because the words and the journalistic language in them are harder and specific of this event. For that reason, we have decided not to choose all the pieces of news based on events, but only some of them due to the fact that, as we have already mentioned, we are trying if this proposal is correctly developed by students for the first year.

The pieces of news we have selected are the following:

- “On Normandy's beaches, leaders and veterans recall sacrifice of D-Day” (Cotton, 2019, June 6), in *Irish Independent*.

- “‘When I’m on stage, I’m in a world cut-off from the rest of the world’ - Behind the scenes of *Blue Diamond*” (Hourican, 2019, April 8), in *Irish Independent*.
- “Breaking up the tech giants: Why America is finally ready to take action against Silicon Valley” (Rudgard & Titcomb, 2019, June 4), in *The Telegraph*.
- “Texaco Children’s Art Competition winners - see the stunning work created by talented finalists” (Byrne, 2019, April 17), in *Irish Independent*.
- “Governments could take decades to save species. Here’s what you can do now.” (Fears, 2019, May 13), in *The Washington Post*.
- “Huge 164-foot asteroid could crash into Earth THIS YEAR at 27,400mph and ‘flatten area bigger than London’, space agency warns” (Edwards, 2019, June 6), in *The Sun*.

Now summaries of the different pieces of news students will work with are included below.

5.2.1. *On Normandy’s beaches, leaders and veterans recall sacrifice of D-Day*

This piece of news deals with the events marking the 75th anniversary of D-Day. Particularly, those which took place through the second day. First of all, a piper played to recall the moment when the first British soldier landed on a beach in Normandy. Later, French President Emmanuel Macron, U.S. President Donald Trump and British Prime Minister Theresa May attended events along stretch of Normandy coast. During one of these events, five U.S. veterans were awarded France’s highest award for merit: Legion d’Honneur.

The previous-day events on the south coast of England are also mentioned. During them, Britain’s Queen Elizabeth and German Chancellor Angela Merkel also payed tribute to D-Day veterans, both survivors and their fallen comrades.

As an example of all these tributes paid, the piece of news shows part of the speech each of the people mentioned gave. These are useful for students because they help them learn how to write a good speech. The whole text will be shown in annexe 1.

*5.2.2. 'When I'm on stage, I'm in a world cut-off from the rest of the world'
- Behind the scenes of Blue Diamond*

This piece of news revolves around the documentary *Showstoppers*, which deals with the work of the drama academy Blue Diamond. This academy works with adults with intellectual disabilities. Nowadays, they are working on the play *One Love* and on show-reels for casting directors.

Some of the actors in the play and its co-director Aimee Richardson were interviewed. They talked about their experience in the world of acting and the situations they sometimes face because of their disabilities. However, as the artistic director Niamh Dillon says, nothing is a problem for the people they work with.

We have decided to use this piece of news in a speaking activity because, as the people interviewed in it, we would like to change societal perceptions about people with intellectual disabilities. For that purpose, we must start persuading students of the fact that there should not be a social difference between the people interviewed and them. The whole piece of news can be found in annexe 2.

5.2.3. Breaking up the tech giants: Why America is finally ready to take action against Silicon Valley

This piece of news is one of the shortest ones we have selected. It deals with the campaigns against the dominance of U.S. highest technology companies such as Google, Facebook, Apple or Amazon. According to it, those important companies are being investigated by the U.S. Department of Justice and the Federal Trade Commission. They are examining the conduct of those companies and if the existing regulation is sufficient. Furthermore, these companies have been fined by the European Commission.

As some people say, those companies are very powerful and they are using this power against smaller businesses. For that reason, the government is paying more attention to those technology companies and their practices. The whole piece of news can be found in annexe 3.

5.2.4. Texaco Children's Art Competition winners - see the stunning work created by talented finalists

This piece of news revolves around the paintings designed by the winners of the 65th edition of Texaco Children's Art Competition. One of the winners was Lea Moloney (13), whose work is called *My Ouma*. The winner of the nine- to 11-year-old category was Amihan Navarro, who is 10 years old. Her work was *Little Me*. However, the winner of the whole competition was Naoise Hennessy, whose work took part of the senior 16-18 age category. She entitled her work *Lifelines*.

The ceremony where winners were awarded took place on 15th April 2019 at the Morrison Hotel in Dublin. There, James Twohig, from the parent company of the Texaco brand was grateful of the fact that students are interested in art. The whole piece of news can be found in annexe 4.

5.2.5. Governments could take decades to save species. Here's what you can do now.

The fifth piece of news we have chosen revolves around the waste of water, food and plastics, the excessive use of pesticides and, as a consequence of this, the extinction of plant and animal species.

According to the biodiversity report the United Nations developed during May's last week the disappearance of animal and plant species was related to human survival. This has made people think over. Apparently, this issue should be considered as important as countries' negotiations to mitigate climate change. It took 25 years for the countries to agree, but in this period of time, many plant and animal species would already be extinct.

The solutions that every person could carry out are very small. Some of them could be, for instance, reducing the use of plastics and the waste of water and food. However, this is also very helpful. The whole piece of news can be found in annexe 5.

5.2.6. Huge 164-foot asteroid could crash into Earth THIS YEAR at 27,400mph and 'flatten area bigger than London', space agency warns

This is the shortest piece of news we have selected for the students to work with. It is focused on the possibility of the big asteroid 2006 QV89 crashing into Earth this year. However, according to the European Space Agency, this possibility is very small: only one in 7,000.

Furthermore, the differences among an asteroid, a meteoroid, a meteor, a meteorite and a comet according to NASA are explained in the piece of news. It is important to differentiate them. However, the majority of the population do not know these differences. The whole piece of news can be found in annexe 6.

5.3. Implementation of the proposal

In this section, we will explain the different activities that will be developed during the term, which are related to the use of newspapers in the classroom. Each of these activities is related to a certain skill and to one of the pieces of news in the previous section. Apart from the activities, we will explain how we will introduce the proposal to the students, the characteristics of the final exam, the glossary and the final survey they must complete.

5.3.1. Introduction of the proposal

In our opinion, it is necessary to introduce the method before starting the first activity because the materials used in our proposal are very different from those usually used for the students' sessions. For that reason, we think that, first of all, it would be useful to show them supporting material about journalistic writing. This material will consist of a chapter by Kalyani Suresh on today's journalistic style. According to Suresh (n.d.):

Today's journalistic style has the following characteristics:

Compact, usually short sentences, every word selected and placed for maximum effect.

Short, terse paragraphs, each complete in itself and capable of being removed without destroying the sense of the story.

Conciseness, directness and simplicity through elimination of unnecessary words and phrases

Factualness without editorial opinions and dogmatic expressions

'Strong' verbs and nouns preferred over hackneyed words and expressions

Observance of grammatical and word usage rules.

In our opinion, showing them this chapter instead of another article would be beneficial for students because it has examples of expressions used in journalistic language and of how to correctly write some sentences in a piece of news. These will help students throughout the proposal, mainly for the last activity.

With respect to the difference between pieces of news and texts in the textbook, they will be given the text they will be using for the first activity while we show them the web page. It will be used to demonstrate those characteristics of the journalistic language.

Furthermore, students will be asked how many of them read newspapers frequently and which newspapers they read. Finally, they will be asked the sections a newspaper has and which of them they prefer.

5.3.2. Activity 1

The initial activity is a reading comprehension on the first piece of news we have previously explained: "On Normandy's beaches, leaders and veterans recall sacrifice of D-Day" (Cotton, 2019). For this activity, we will create a quiz with 10 questions about the text which will be related to the usually called 5 W's and H (who, what, when, where why and how). This reading comprehension consists of the students reading the text they are given and then answering a Socratic test

about it. Once the results are calculated, students will know them during the week after this session.

With respect to language learning, students will learn vocabulary related to history and culture. Furthermore, they will revise modal verbs. We will also explain them the passive voice.

Finally, with respect to general knowledge, the piece of news will also help them remember what happened during D-Day and why it is important. Acquiring general knowledge may not be the focus of using this piece of news in our sessions. However, it is a secondary aspect. For each activity, students will be also provided some bibliography on the subject of each piece of news for two reasons. The first one is because it helps them have a context to understand better the piece of news. However, the main one is that these supporting materials will be useful for them once they have finished the activities to encourage their motivation for being informed about a specific topic.

For the first activity, students will be provided two articles which contain information about the facts that happened during the D-Day and the development of the Battle of Normandy. These are “D-Day” (“D-Day”, 2019) and “D-Day: Facts on the Epic 1944 Invasion That Changed the Course of WWII” (Roos, 2019).

5.3.3. Activity 2

This activity will be focused on reinforcing the speaking skill. It will be developed according to what the piece of news “When I'm on stage, I'm in a world cut-off from the rest of the world' - Behind the scenes of Blue Diamond” (Hourican, 2019) deals with. During the session, students will be divided into groups of four people. As in the rest of the sessions where activities are developed in groups, we will be the ones who create those groups. The reason why we will do so instead of students creating their own groups themselves is that, this way, they are equitably divided with respect to their abilities. Otherwise, they would probably join their friends and some people would not be in any group.

Each group will have to write a script for a possible scene of the play mentioned in the piece of news: *One Love*. Students will have to take into account that each character must take an equivalent part of the scene. Afterwards, students will have to play their scenes in front of their classmates. Finally, we will decide which of the scripts is the best one regarding language. We will also take into account which of the scenes is the best produced regarding body language.

With respect to language learning, students will learn some vocabulary related to theatre and films. They will also learn how to use inversion so as to emphasize a clause in a sentence.

With respect to general knowledge, they will also learn about how to include adults with intellectual disabilities in the world of cinema and theatre.

For this activity, the supporting materials students will be provided are two videos that will be played before each group starts writing its own script. These videos are “Theater Acting & Scripts : How to Write a Stage Play” (eHow, 2009, May 18b) and “Theater Acting & Scripts : How to Write a Play Script” (eHow, 2009, May 18a). The first one will help them write the little script for their stage correctly. The second one is focused on giving some advice on how to write a script for a whole play. Although this activity does not consist of writing a play script but a stage play, it could help students for future activities.

5.3.4. Activity 3

The third activity will be based on reinforcing writing skills. It will consist of summarizing the piece of news “Breaking up the tech giants: Why America is finally ready to take action against Silicon Valley” (Rudgard & Titcomb, 2019). This activity is focused on knowing the students’ ability to sum up long texts, to choose the most important ideas in them and to organize ideas and put them in the correct order or the best possible one.

With respect to language learning, students will learn vocabulary on technology. Moreover, they will revise present perfect. Finally, they will practice the different connectors which are necessary to use in a summary such as cause and effect, addition, contrast, result or sequence connectors.

Once again, students will be provided some additional information about the topic of the piece of news. In this case, that information will be a list of technology companies whose headquarters are placed in Silicon Valley ("Silicon Valley Information Technology Companies", 2019). This list explains, apart from the number of organizations in Silicon Valley, their recent activities with respect to funding grounds, investments, new acquisitions and the companies acquired by other companies.

5.3.5. Activity 4

This activity revolves around the piece of news "Texaco Children's Art Competition winners - see the stunning work created by talented finalists" (Byrne, 2019). In this case, students will reinforce writing and mainly reading skills.

For the development of this activity students will be divided into four groups during the third session, that is, the previous session to the one when the activity will be carried out. That is because during the fourth session the flipped classroom model will be followed. We will create a spreadsheet in the platform Drive for each group and share one per group. Once students are in groups, the first part of this activity will be developed at home. There, students will have to read the piece of news and some information that will be provided to explain the differences between flipped classroom model and traditional model. That information will consist of the web page "Visión – What is the Flipped Classroom" ("What is the Flipped Classroom", n.d.) and the video "Modelo Flipped Classroom" (Santiago Campion, 2013, November 2). Then, the second part of the activity consists of each group writing 5 multiple-choice questions, their possible answers and the correct one on their spreadsheet. After all the questions are produced, we will put them together, jumble them up and create a Socrative test composed of 20 questions for the session where this activity will take place. Finally, students will have to do the quiz in class. Students will get the marks during the week after this session.

With respect to language learning, as in the case of the previous activities, students will learn vocabulary on culture, as well as on painting. As the piece of news is about a competition in the past, students will practice past simple.

5.3.6. Activity 5

The fifth activity is the second one focused on speaking skills. For the development of the activity, students will have to read the piece of news “Governments could take decades to save species. Here’s what you can do now.” (Fears, 2019) first. The students will be divided into two groups composed of the same number of people each. They will have to carry out a discussion about the facts the piece of news deals with, that is, the waste of water, food and plastics, the excessive use of pesticides and, as a consequence of this, the extinction of plant and animal species. One of the groups must give arguments against the extinction of species and the other one, arguments for it. It is important for the students to take into account that, no matter they agree with the statement they have to defend or not, they must defend so. Not only the participation, but also the correct way of expressing themselves will be taken into account.

With respect to language learning, students will learn vocabulary on environment. Furthermore, they will review present continuous and past continuous. They will use contrast connectors again.

Students will be provided more information on the topic of this piece of news to encourage their motivation. That information will be an article by the Center for Biological Diversity. It deals with “the sixth wave of extinctions in the past half-billion years” (“The Extinction Crisis”, n.d.). Furthermore, it is focused on the different reasons why several amphibian, bird, fish, invertebrate, mammal, plant and reptile species are disappearing.

5.3.7. Activity 6

The sixth activity is the last one students will do using newspapers before the final exam. It will be focused on reinforcing reading, but mainly, writing skills. Furthermore, it will be based on the information in the piece of news “Huge 164-foot asteroid could crash into Earth THIS YEAR at 27,400mph and ‘flatten area bigger than London’, space agency warns” (Edwards, 2019). Students will have to search more information on the topic and write another piece of news about what they find.

However, students will be provided one text as further reading which will help them write their own piece of news. This will be the article The Probability of Collisions with Earth ("The Probability of Collisions with Earth", n.d.). One of its ideas is the following:

An individual's chance of being killed by a meteorite is small, but the risk increases with the size of the impacting comet or asteroid, with the greatest risk associated with global catastrophes resulting from impacts of objects larger than 1 kilometer. (*Idem*)

Students must search the rest of the texts they will need to gather information for their own piece of news. This way, they will also reinforce reading skills as we mentioned before.

With respect to language learning, they will learn more vocabulary on technology. However, the focus of this activity is the fact that they review all the aspects learnt during the previous sessions.

5.3.8. Final exam

At the end of the term, during the 7th session, students will have to answer a multiple-choice quiz on the language in the different pieces of news. It will be composed of 20 questions. The focus of this quiz is to assess their English level. Their skills have already been marked as every activity is also assessed. The questions of the quiz will be several specific sections from the texts with gaps. Students will have to fill in them with the given options. The parts that will be removed from the sections and the sections themselves used for the exam questions will not be too hard to recognise. That is because, we are aware of the fact that some of the texts are quite long. In addition, there are six texts to revise for the exam and the purpose is not to learn them literally, but to understand them.

5.3.9. Final survey

Once we have finished the activities and the final exam of our proposal, we will conduct a survey to analyse the students' opinion about it. As it will be the first time it is being developed, it is not possible to be completely sure about several aspects.

First of all, with respect to the topics selected (culture and arts, technology and environment), we do not know if they are the best ones for this innovation project from the point of view of the students. For that reason, a section of the survey will be related to this. Thus, we will focus on asking the students which of the given topics they prefer. However, we agree that it is important to give them the opportunity to suggest any other topic they would like to deal with. That is why they will also be able to give more options for future years.

Secondly, with respect to the characteristics of the activities which have been created to reinforce each skill, there will also be another section related to them and the whole sessions. We will analyse students' opinion on the different activities they have carried out. This section could help us notice that, probably, some of the activities done are suitable for the project, but not the best ones.

5.3.10. Glossary

Newspapers are a source of new vocabulary for students which is very different from that studied in their common sessions. For that reason, we will create a spreadsheet in the platform Drive and share it with them. During each activity, students will have to search the translation into Spanish of the words and expressions they do not understand or find useful from the different pieces of news. Afterwards, they will have to gather them together in the spreadsheet. Besides, they will have to share a sentence to exemplify how they are used. They will have to mark the contents they have added writing their names so as to help us know their involvement in the glossary. This will help all the students learn more words.

Furthermore, creating a glossary is a good way for students to find the meaning of a word or an expression if another student has already posted it before them. Thanks to them, they avoid wasting time searching the words other people have already searched.

5.4. Distribution of the sessions and activities

As we have already explained, we will spend one term developing the innovation proposal. As students are given four sessions per week, 50 minutes each, and a whole term lasts about 12 weeks, the total of sessions students will be given are 48.

As this project focuses on reinforcing students' reading, speaking and writing skills through the use of newspapers, we wanted to create a proposal which interfered as little as possible with the development of the curriculum the students must follow. That is why students will only have 7 sessions related to the use of newspapers, although the whole term lasts 48 sessions. Every two weeks, students will be given a session using newspapers. Finally, the week after the 6th session, students will take a final exam. These sessions will be the last ones of the corresponding weeks. This way, the sessions devoted to the proposal do not interrupt the sessions devoted to the textbook. That is because journalistic language studied in the proposal could be very different from that studied in the rest of the sessions. Furthermore, it could be easier for the students because, thus, they always remember when the session of the project takes place. Finally, the last reason is because this type of sessions could be more entertaining and, thus, better for the moments when they have already been given many sessions than for the beginning of the week. The timeline we will follow will be included in the following page (Table 1):

TERM OVERVIEW					
MONTH 1	WEEK 1	SESSION 1	SESSION 2	SESSION 3	SESSION 4 INTRODUCTION & ACTIVITY 1
	WEEK 2	SESSION 5	SESSION 6	SESSION 7	SESSION 8
	WEEK 3	SESSION 9	SESSION 10	SESSION 11	SESSION 12 ACTIVITY 2
	WEEK 4	SESSION 13	SESSION 14	SESSION 15	SESSION 16
MONTH 2	WEEK 5	SESSION 17	SESSION 18	SESSION 19	SESSION 20 ACTIVITY 3
	WEEK 6	SESSION 21	SESSION 22	SESSION 23	SESSION 24
	WEEK 7	SESSION 25	SESSION 26	SESSION 27	SESSION 28 ACTIVITY 4
	WEEK 8	SESSION 29	SESSION 30	SESSION 31	SESSION 32
MONTH 3	WEEK 9	SESSION 33	SESSION 34	SESSION 35	SESSION 36 ACTIVITY 5
	WEEK 10	SESSION 37	SESSION 38	SESSION 39	SESSION 40
	WEEK 11	SESSION 41	SESSION 42	SESSION 43	SESSION 44 ACTIVITY 6
	WEEK 12	SESSION 45	SESSION 46	SESSION 47	SESSION 48 FINAL EXAM & FINAL SURVEY

Table 1. Term overview.

The sessions which are in light grey will be developed using the textbook and other materials as usual. However, the fourth and the 28th sessions, which are in green, will be dedicated to do reading activities using pieces of news. Throughout the 12nd and the 36th sessions, which are in orange, speaking activities with pieces of news will be done. The writing activities using newspapers will be done in the 20th and the 44th sessions. Furthermore, during the last session, students will sit a final exam on what they have learnt thanks to the pieces of news used and will complete a survey on the proposal.

As we have already mentioned, each session will be focused on only one of the activities. However, if one session is not enough to finish them, students will finish it during the next session with the textbook.

5.4.1. Session 1

The first session where students will be working with pieces of news will be the last one in the term's first week. During this initial session, first of all, we will introduce them the proposal before starting the first activity because, as we have already mentioned, the texts we will use are very different from those usually used to teach them English. For that reason, we think that an initial explanation is necessary before starting to develop the activities. However, it must be short (about 15 minutes) because the session lasts only 50 minutes and we have to devote the majority of them to the activity.

Once the introduction of the method is finished, students will be given a copy of the piece of news "On Normandy's beaches, leaders and veterans recall sacrifice of D-Day" (Cotton, 2019) and the additional information on the topic. They will have 10 minutes to read the texts and search the words they do not understand. Afterwards, they will have 25 minutes to complete the Socrative quiz on the text. Finally, after each session, students will have to include the vocabulary they do not understand or find useful in the glossary throughout the rest of the week. The content included by each student will be checked before the following session with newspapers takes place.

5.4.2. Session 2

At the beginning of the second session, students will be given a copy of the piece of news "When I'm on stage, I'm in a world cut-off from the rest of the world' - Behind the scenes of Blue Diamond" (Hourican, 2019). They will have five minutes to read it. Then, the supporting videos will be played for another five minutes. Afterwards, we will create the groups of four people before starting the second activity. This activity will last the rest of the class: 40 minutes. From this 40 minutes, students will devote 10 to write the stage play and learn it as well as possible. During the last half hour, each group will play its scene in front of the

rest of the classmates and us. As for the glossary, students must complete it at home after this session and before the next one.

For the assessment of the scenes played, we will take into account both the language each student uses and their body language. As students are divided into small groups, we will take into account the fact that we will probably need part of the next week's first session to finish the activity.

5.4.3. Session 3

At the beginning of this session, students will receive the corresponding piece of news, that is, "Breaking up the tech giants: Why America is finally ready to take action against Silicon Valley" (Rudgard & Titcomb, 2019). They will have 10 minutes to read the text and search the words and expressions they do not understand. The following 30 minutes will be devoted to write a summary of the piece of news, that is, to do the third activity.

Later, we will spend five minutes to gather the summaries and provide them the supporting materials. Thus, those who are interested in the topic can read more information on it. We will correct summaries after the session and give them back during the following week. Furthermore, students will have to add more vocabulary to the glossary throughout that week. However, if they spend less than 30 minutes to do the activity, they can start adding words or idioms to the glossary before handing in their summaries.

Finally, we will spend the last five minutes to deliver the following piece of news "Texaco Children's Art Competition winners - see the stunning work created by talented finalists" (Byrne, 2019) and to divide students into four groups. Furthermore, we will explain them what they have to do at home before the next session. They must read and watch the supporting materials, read the piece of news they are provided and complete the spreadsheet we create for their groups writing five multiple-choice questions, their possible answers and highlighting the correct one.

5.4.4. Session 4

During the first 10 minutes of the session, we will discuss the additional materials they must have read and watched before the session. This will help as a review of the differences between the flipped classroom model and the traditional one.

Then, students will do the Socratic test we would have previously created with the students' questions and answers on the piece of news "Texaco Children's Art Competition winners - see the stunning work created by talented finalists" (Byrne, 2019). Students will answer the 20 questions in the multiple-choice quiz for 40 minutes. As this type of tests allows students to see the correct answers once all of them have answered each question, we will discuss their answers and mistakes. Students will know the marks of the quiz in the first or second session of the next week.

Finally, once again, students will include in the glossary some vocabulary on the piece of news throughout the rest of the week. They can also include them at the end of the session if there are any minutes left or even before the session since they will have the text before the session is carried out.

5.4.5. Session 5

For the development of the activity in this session, students will have to read the piece of news "Governments could take decades to save species. Here's what you can do now." (Fears, 2019) and the additional information for the first 15 minutes. They will also search the words they do not understand during that time. After having read them, they will have to carry out for the next 35 minutes the activity produced for this session: a discussion on the extinction of species. A correct oral expression will be taken into account. Furthermore, the students participating as much as possible will be appreciated.

Finally, they will add more vocabulary to the glossary at home. These words should not only be from the piece of news, but also expressions their classmates have mentioned in the discussion which are new for them. These second ones will be appreciated.

5.4.6. Session 6

As this session will be the last one where an activity will be carried out, it is thought to be a review of all the aspects the students have learnt. For that reason, the activity designed is the writing of their own piece of news based on another one.

First of all, students will spend 10 minutes on reading the piece of news “Huge 164-foot asteroid could crash into Earth THIS YEAR at 27,400mph and ‘flatten area bigger than London’, space agency warns” (Edwards, 2019) and another text as further reading. Secondly, students will devote 30 minutes to do the activity. From those 30 minutes, they will search more information on the topic for 10 minutes and write another piece of news about what they found for the other 20 minutes. Finally, during the last 10 minutes of the session, students will have the possibility to ask us all their doubts before the exam.

As for the glossary, students will complete it after the session. They can include those words and expressions they have needed to search so as to write their news article both from the texts given and from those they have searched for the activity.

5.4.7. Session 7

The last session of our proposal will be devoted to the final exam and the survey. The exam will last 40 minutes. In this final exam we will not assess the contents in each piece of news with respect to the facts happened, but what the students have learnt about the language used in them.

Once all the students have finished the exam, they will start the survey. The questions in it must be answered in about 10 minutes.

5.5. Assessment

With respect to the assessment, we have decided that both the activities, the exam and the glossary will amount the 45 % of the total mark for this term. It will be divided into reading comprehension activities (10 %), writing expression activities (10 %), speaking activities (10 %), the exam (10 %) and the glossary (5 %).

To assess both the reading activities and the exam, we will take into account the amount of correctly answered questions. As the first quiz will have 10 questions, each correct answer will be 1 point out of 10. The second quiz and the exam will have 20 questions each, so in this case each correct answer will be 0.5 points out of 10.

The writing and the speaking activities will be assessed using rubrics (Tables 2, 3, 4, and 5). They are included at the end of this section.

For the assessment of the glossary, we will take into account the amount of contributions made by each student, the translation of the word or expression being correct and the sentence given being appropriate to understand the term.

	4	3	2	1
PRONUNCIATION	Clear intonation and correct pronunciation, which makes it easy to understand.	Mostly clear intonation and minor pronunciation mistakes.	Bad intonation and pronunciation of many words, which makes it difficult to understand.	Bad intonation and pronunciation of many words, which hinder comprehension.
FLUENCY	The student speaks loudly, clearly, seriously and confidently.	The student has difficulties in one of the previously mentioned aspects.	The student has difficulties in two of the previously mentioned aspects.	The student has difficulties in three of the previously mentioned aspects.
CONTENT	No mistakes in grammar and use of complex vocabulary and structures.	Few grammar mistakes and use of complex vocabulary.	Several grammar mistakes and adequate use of vocabulary.	Many grammar mistakes and use of basic vocabulary which hinder comprehension.
DELIVERY	Correct use of body language. Never looking at the written script.	Adequate use of body language. Hardly ever looking at the written script.	Little use of body language. Sometimes looking at the written script.	Lack of use of body language. Constantly looking at the written script.

Table 2. Activity 2 rubric.

	4	3	2	1
CONTENT	No mistakes in grammar and use of complex vocabulary and structures.	Few grammar mistakes and use of complex vocabulary.	Several grammar mistakes and adequate use of vocabulary.	Many grammar mistakes and use of basic vocabulary which hinder comprehension.
ORGANIZATION	The ideas are correctly organised.	The ideas are adequately organised.	The ideas are wrongly organised.	The ideas are disorganized.
ABILITY TO SUMMARIZE	All the main ideas are present.	The majority of the main ideas are present.	Some of the main ideas are present.	Just a few of the main ideas are present.

Table 3. Activity 3 rubric.

	4	3	2	1
PRONUNCIATION	Clear intonation and correct pronunciation, which makes it easy to understand.	Mostly clear intonation and minor pronunciation mistakes.	Bad intonation and pronunciation of many words, which makes it difficult to understand.	Bad intonation and pronunciation of many words, which hinder comprehension.
FLUENCY	The student speaks loudly, clearly, seriously and confidently.	The student has difficulties in one of the previously mentioned aspects.	The student has difficulties in two of the previously mentioned aspects.	The student has difficulties in three of the previously mentioned aspects.
CONTENT	No mistakes in grammar and use of complex vocabulary and structures.	Few grammar mistakes and use of complex vocabulary.	Several grammar mistakes and adequate use of vocabulary.	Many grammar mistakes and use of basic vocabulary which hinder comprehension.
CONTRIBUTION	Excellent and very useful contribution to the discussion.	Great and useful contribution to the discussion.	Adequate and useful contribution to the discussion.	Few and not very useful contribution to the discussion.

Table 4. Activity 5 rubric.

	4	3	2	1
CONTENT	No mistakes in grammar and use of complex vocabulary and structures.	Few grammar mistakes and use of complex vocabulary.	Several grammar mistakes and adequate use of vocabulary.	Many grammar mistakes and use of basic vocabulary which hinder comprehension.
ORGANIZATION	The ideas are correctly organised.	The ideas are adequately organised.	The ideas are wrongly organised.	The ideas are disorganized.
PARTS OF A PIECE OF NEWS	All the parts a piece of news must have are present.	The majority of the parts a piece of news must have are present.	Some of the parts a piece of news must have are present.	Just a few of the parts a piece of news must have are present.

Table 5. Activity 6 rubric.

6. DISCUSSION

With this proposal, we would like to support the use of newspapers to strengthen reading, writing and speaking skills. However, it is possible to reinforce listening ones as well. The first reason is because newspapers are a source of vocabulary and expressions which do not usually appear in textbooks. This is one of their advantages. As we know, some of the expressions which are common for native English speakers are not taught in 1st year of Baccalaureate. Although it might be difficult for the students to understand them, after having created a glossary they will learn much more than only working with the textbook.

The second reason why we have decided to work with pieces of news, which is again an advantage, is the fact that thanks to them they know the latest global news. Although the main goal of any teacher is always to follow the course syllabus, we must also form our students not only as students but also as individuals for their future.

With respect to culture, we think that students will be more motivated to be informed about the latest news thanks to this proposal. These type of contents could create interest in students because they change every day as many newspapers are daily distributed. Furthermore, the topics the newspapers deal with are very diverse. For that reason, it is probable that students will follow reading the news once they have finished the method in the classroom.

As for the disadvantages of our project, the most important one would be how difficult journalistic language could get for students. Given the fact that texts are not adapted or just slightly adapted if part of the pieces of news are removed, it could be hard for students to understand the vocabulary and the expressions used in them. For that reason, not only pieces of news, but also texts from the textbook are used during the whole term. It is important to take into account that this type of purposes must be gradually carried out to succeed. That is why the amount of texts used for the method and, thus, the number of sessions devoted to them may increase in future years if students work correctly on the purpose. Moreover, the activities could be adapted depending on how the students respond to the first one.

Once the proposal is implemented for the first time, we will analyse if our goals have been achieved. If students achieve these goals, on the one hand, it would be possible to increase the project and add some activities.

On the other hand, other projects could be made based on ours using written mass media. For example, the different classes could create their own newspaper and write different pieces of news during the period of time their project lasts. A similar option would be students writing different editions of a single newspaper per year. Furthermore, some of the pieces of news could be based on the high school latest news.

Another line that could be followed would be reinforcing the different skills by using audiovisual mass media. In that case, the different activities carried out during the sessions would be based on the chosen mass media. For instance, students could make a film for a term or a whole year, create a Twitter profile or upload a YouTube video to work with in their EFL sessions.

Finally, another possibility would be using other types of authentic materials both printed or audiovisual which are different from mass media. In that case, the materials used could be literary works, comics or video games. These type of materials are some the most commonly used ones to work with in innovation projects. For instance, students could do oral presentations on the literary work the class has previously read.

To sum up, we hope students improve their English as well as the different skills they will work on during this term thanks to our proposal. Furthermore, we expect to encourage them to be more interested in reading the latest news not only during the proposal sessions, but also once they have finished the term. It is important for students to be up to date. This is possible thanks to social networks. However, they are not enough because the information in them can be very different or oppositely explained from that in newspapers. In fact, they sometimes deal with completely different aspects. Finally, we expect the proposal succeeds among the students and will be made in future years as well. We also encourage other lines to be used to make a proposal based on ours.

7. CONCLUSIONS

In this paper we have presented an innovation proposal based on the implementation of newspapers in the EFL classroom. For that, the students must work with several pieces of news and carry out several activities about them during a whole term. Our goals were, first of all, to reinforce students' reading, speaking and writing skills. Secondly, we wanted to bring newspapers closer to the students because we thought that they are closer to other types of media. Before introducing our innovation proposal to get our goals, we reviewed the theory we found about how to implement authentic materials in general in the EFL classroom. Furthermore, we reviewed some projects on how some researches have implemented this media in other EFL levels.

Nowadays, the way of teaching has completely changed compared to the classroom in the past. Mainly because of the increasing use of ICT. However, in our opinion, using newspapers in the EFL classroom could be useful for them. That is mainly because thanks to them they can improve their vocabulary and learn some expressions which are not usually taught in an EFL classroom, but are common for native English speakers. Furthermore, they could be using technology in some way if the newspaper chosen was a digital one.

Moreover, our proposal not only has advantages, but also some limitations. With respect to what we have just said, it is useful for students to learn the great amount of new words and grammatical structures they can find in news. However, it could be hard for them to understand many of them because they are mainly used just by native speakers. That is, what can cause an improvement could turn out to be a limitation at the beginning.

On the other hand, the strength of our innovation proposal is the fact that it can be expanded in future years depending on the results of the previous ones. Thus, it can be focused on materials which are different from newspapers, such as other written mass media, audiovisual mass media or authentic materials either written or audiovisual which are not mass media.

In conclusion, we think that it is necessary for students to use not only the textbook, but also authentic materials for them to know the reality of the texts which are not adapted for students to understand them. We know that they could seem harder, but it is worth using them because students will learn much more not only as EFL students, but also as individuals when it comes to their cultural and general knowledge.

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